



## CHUKKER CREEK ELEMENTARY

1830 Chukker Creek Road  
Aiken, SC 29803

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	782 Students	
<b>Principal</b>	Amy Gregory	803-641-2474
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent</b>
2009	Excellent	Good
2008	Good	Average
2007	Good	At-Risk
2006	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

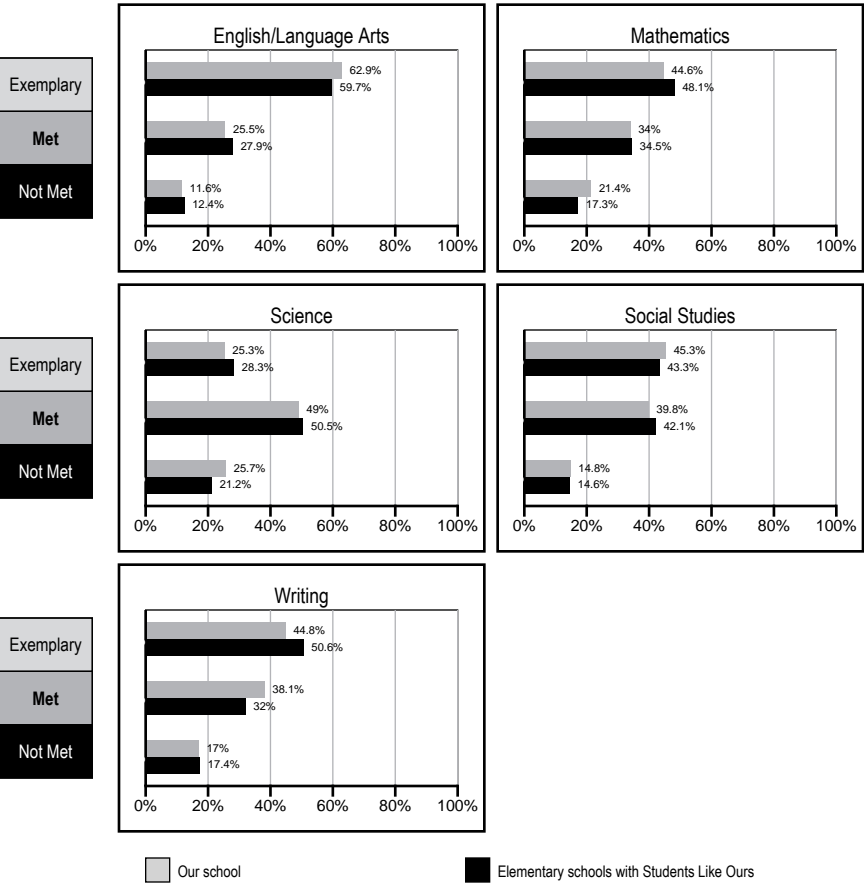
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 93.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
20	3	2	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=782)</b>				
First graders who attended full-day kindergarten	80.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.6%	0.6%	1.2%
Attendance rate	96.2%	Down from 96.9%	96.4%	96.1%
Eligible for gifted and talented	24.8%	Down from 27.8%	21.8%	11.7%
With disabilities other than speech	7.0%	Up from 5.7%	5.6%	8.0%
Older than usual for grade	0.3%	Down from 0.6%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	63.6%	No Change	61.8%	60.5%
Continuing contract teachers	97.7%	Up from 84.1%	89.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 94.4%	89.0%	87.0%
Teacher attendance rate	94.6%	Down from 95.2%	95.6%	95.4%
Average teacher salary*	\$51,002	Up 0.6%	\$49,379	\$47,288
Professional development days/teacher	6.8 days	Up from 6.7 days	9.2 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 16.9 to 1	20.5 to 1	19.2 to 1
Prime instructional time	90.2%	Down from 91.9%	92.1%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,905	Down 7.7%	\$6,917	\$7,548
Percent of expenditures for instruction**	73.2%	Up from 73.0%	70.9%	68.7%
Percent of expenditures for teacher salaries**	70.7%	Up from 59.3%	69.0%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

The mission of Chukker Creek Elementary School is to provide a safe, nurturing environment in which all students are challenged to meet high standards in academics and related arts. The faculty and staff work collaboratively with parents and the community to develop responsible, productive citizens of strong character.

At Chukker Creek Elementary, teachers use a wide variety of teaching methods and developmentally appropriate practices to provide an instructional program that will reach each student's learning needs. Teachers collaborate through weekly meetings with administration to analyze data and plan for a variety of instructional methods.

The first Wednesday of each month was designated as an early release day for students. Teachers spent time in staff development programs for support and training on the use of data and classroom instruction.

Our faculty, PTO Board, and School Improvement Council (SIC) work diligently on achieving the goals set forth in our five-year strategic plan.

A few highlights of our year are as follows:

-- Chukker Creek Elementary received the 2009 National Blue Ribbon Schools of Excellence Award.

-- Our music teacher received a grant from Public Education Partners (PEP) and South Boundary, an all male singing group, for the establishment of a Chukker Creek boys choir, The Boundary Boys. They performed at several Aiken community events.

-- Chukker Creek Elementary received the Palmetto Gold Award for our achievement on the Palmetto Assessment of State Standards (PASS).

Amy Gregory, Principal  
Sara Tripp, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	28	133	97
Percent satisfied with learning environment	85.7%	93.1%	90.7%
Percent satisfied with social and physical environment	92.9%	93.1%	92.6%
Percent satisfied with school-home relations	96.4%	93.7%	88.3%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	419	99.5	11.8	25.3	62.9	93.9	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	201	100	12.3	27.8	59.9	93	82.1	80.1	N/A	N/A
Female	218	99.1	11.3	23	65.7	94.6	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	300	100	5.3	24	70.7	97.2	89.8	89.6	Yes	Yes
African American	93	97.9	32.5	30.1	37.3	80.7	77.6	74.6	Yes	Yes
Asian/Pacific Islander	14	100	15.4	23.1	61.5	100	95.1	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	38	94.7	54.5	30.3	15.2	63.6	50.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	20	13.3	66.7	96.7	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	98.5	23.7	38.1	38.1	84.7	79.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	419	100	21.5	34	44.5	85.7	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	201	100	23	32.6	44.4	85	78.1	78.4	N/A	N/A
Female	218	100	20.1	35.3	44.6	86.3	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	300	100	13.4	33.6	53	92.6	86.1	87.8	Yes	Yes
African American	93	100	50.6	36.1	13.3	61.4	70	69.3	Yes	Yes
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	91.4	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	38	100	69.7	21.2	9.1	36.4	43.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	20	20	60	86.7	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	100	43.2	37.3	19.5	68.6	72.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	274	100	25.9	48.6	25.5	74.1	65.3	67.3
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**Gender**

Male	131	100	20.5	53.3	26.2	79.5	65.8	66.9
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Female	143	100	30.8	44.4	24.8	69.2	64.8	67.7
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**Racial/Ethnic Group**

White	204	100	18.3	51.3	30.4	81.7	76.4	79.6
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African American	54	100	57.1	34.7	8.2	42.9	48.8	49.7
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	87.2	84.4
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Hispanic	5	I/S	I/S	I/S	I/S	I/S	53.1	59.4
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	69.5
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**Disability Status**

Disabled	24	100	68.4	26.3	5.3	31.6	29.9	33.8
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
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**English Proficiency**

Limited English Proficient	19	100	22.7	63.6	13.6	77.3	53.7	58.6
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**Socio-Economic Status**

Subsidized meals	84	100	44.6	45.9	9.5	55.4	53	55.4
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**Social Studies**

All Students	277	99.6	15.1	39.9	45	84.9	66.2	70.9
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**Gender**

Male	131	99.2	18.2	33.9	47.9	81.8	66.5	70.1
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Female	146	100	12.4	45.3	42.3	87.6	66	71.7
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**Racial/Ethnic Group**

White	191	100	8.8	35.4	55.8	91.2	73.7	79.2
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African American	64	98.4	39.3	46.4	14.3	60.7	53.7	58.4
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Asian/Pacific Islander	12	100	N/A	N/A	N/A	100	80.3	86.8
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Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.8	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
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**Disability Status**

Disabled	26	96.2	60.9	34.8	4.3	39.1	31.4	39.3
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
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**English Proficiency**

Limited English Proficient	21	100	4.5	54.5	40.9	95.5	65.1	68
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**Socio-Economic Status**

Subsidized meals	90	98.9	31.3	50.6	18.1	68.7	55.5	60.8
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Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	415	98.6	16.6	38.3	45.1	83.4	73.1	72.1	96.2	95.9
Gender										
Male	199	98.5	20.5	43.2	36.2	79.5	66.6	65.2	96.2	95.8
Female	216	98.6	12.9	33.8	53.2	87.1	80	79.2	96.2	96
Racial/Ethnic Group										
White	298	98.3	10.8	37.6	51.6	89.2	79.8	80.8	96.2	95.7
African American	92	98.9	35.4	41.5	23.2	64.6	62.9	59.7	95.9	96
Asian/Pacific Islander	13	100	7.7	38.5	53.8	92.3	86.4	87	98.6	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	66.1	64.6	94.8	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	97.8	96.4
Disability Status										
Disabled	35	85.7	N/AV	N/AV	N/AV	29.6	24.3	27.7	94.9	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	27	100	16.7	40	43.3	83.3	65.3	63.7	97.4	96.5
Socio-Economic Status										
Subsidized meals	129	97.7	33.6	38.8	27.6	66.4	63.6	61.9	95.2	95.3

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	123	100	9.6	26.3	64	90.4
	4	124	99.2	12.1	34.5	53.4	87.9
	5	143	100	7.4	44.1	48.5	92.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	149	98.7	11.7	16.1	72.3	88.3
	4	133	100	11.5	29.5	59	88.5
	5	137	100	12.1	31.1	56.8	87.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	123	100	18.4	28.9	52.6	81.6
	4	124	99.2	11.2	42.2	46.6	88.8
	5	143	100	8.1	42.6	49.3	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	149	100	25.5	28.5	46	74.5
	4	133	100	16.4	41	42.6	83.6
	5	137	100	22	33.3	44.7	78
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	19.6	44.6	35.7	80.4
	4	123	100	25	56.9	18.1	75
	5	72	100	14.7	54.4	30.9	85.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	74	100	31.3	43.3	25.4	68.7
	4	132	100	22	52	26	78
	5	68	100	27.7	47.7	24.6	72.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	64	100	15	31.7	53.3	85
	4	123	100	14.7	50	35.3	85.3
	5	71	100	11.8	39.7	48.5	88.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	75	100	12.9	38.6	48.6	87.1
	4	133	99.3	15.7	38	46.3	84.3
	5	69	100	16.4	44.8	38.8	83.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	122	94.3	13.9	18.5	67.6	86.1
	4	123	99.2	20.7	43.1	36.2	79.3
	5	145	99.3	11.9	39.3	48.9	88.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	147	98.6	18.4	38.2	43.4	81.6
	4	130	97.7	14.3	38.7	47.1	85.7
	5	138	99.3	16.8	38.2	45	83.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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